UNB Children's Centre
University of New Brunswick
Family Handbook
2024-2025

"Our vision is that all children will grow to their fullest potential with dignity, a sense of self-worth, and a zest for living and learning…children are confident, active learners whose learning, growth, and development are profoundly influences by the quality of their relationships with people and their interactions with places and things."

- from the NB Curriculum Framework for Early Learning and Childcare

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Welcome

We are very excited that you have selected the UNB Children's Centre for your child. We look forward to working with you in supporting your child's learning and relationships.

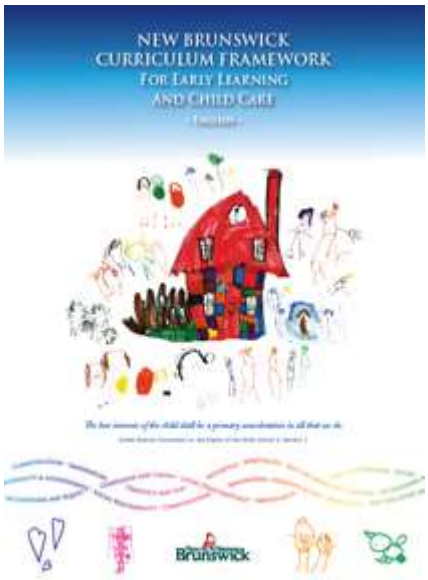
Children & Adults Learning Together
Families are invited to participate in various ways throughout the year. Examples from the past include: helping children with a bake sale, reading a favourite book to the children (mystery reader), going on field trips, for a sleigh ride or to pick apples, skating, sharing a special talent or hobby with the children, hosting a field trip at mom or dad's place of work, reading your child's portfolio or contributing to improvements and care of our playground.

Each of these examples is possible but others may arise. Whenever possible we like to connect children's curiosities to local talent in the community. For example, if the children show a keen interest in bugs, we invite an entomologist in to share knowledge and answer the children's questions.

Demonstration Classroom
For 42 years, the UNB Children's Centre serves as a demonstration classroom for UNB education students, UNB nursing students, New Brunswick Community College and the Atlantic Business College students.

Our educators work with these students and UNB Professors to plan, evaluate, and document your child's learning. Your child will encounter a range of educators from UNB, colleges, other childcare programs, families, and the greater community.

Our Approach



We use the *New Brunswick Curriculum Framework for Early Learning and Child Care –English* (*https://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/curriculum/curriculum_framework.html*) to plan the four, broad based goals to develop the curriculum.

Daily learning activities, in support of the four broad based curriculum goals are developed out of the interests, passions, and strengths of children, their families, and teachers, as well as seasonal and cultural events.

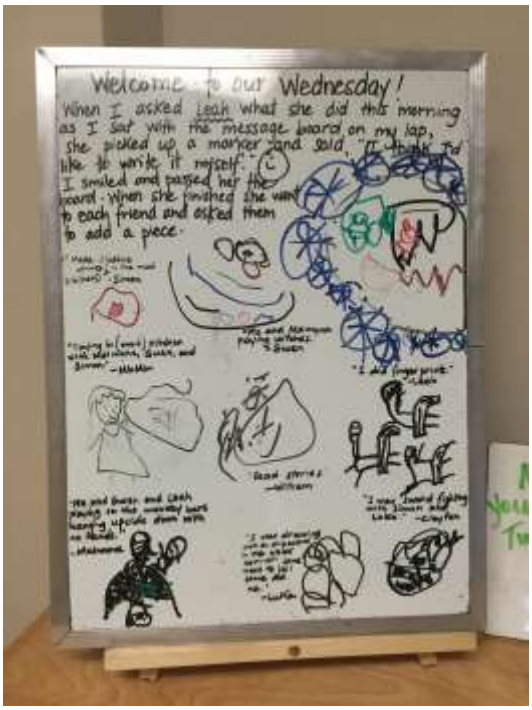
Our classroom is a flexible environment where playful exploration, problem solving, and creativity are encouraged and purposefully planned. Children's literacies and literate identities are valued and supported.

We believe that children are active learners who are influenced by their relationships. We take care to cultivate children's learning through responsive and respectful relationships.

It is our intention to welcome children and adults alike. We invite you to visit the classroom and participate in activities or contribute in other ways. Please help us include your families' experiences into our program.

Celebrating Learning

We create bulletin board displays that document the ongoing learning in our classroom.



Our displays include curriculum webs, children's questions or theories, artifacts made or collected by the children, observations made by the educators, and books, poems, letters, documented conversation, or songs.

The whiteboards are photographed daily and posted to the ECC twitter account, so if you're unable to make the pick-up, you can still be kept up to date with our day!
Twitter: @UNBECC

Educators listen carefully for your child's interests and learning. They encourage other children and adults to respond to your child's work by inviting questions and responses. In this way, children's thinking, representations, and plans are valued, deepened and celebrated.

Some of this learning is documented through individual and small group learning stories for each child in our classroom. These stories are compiled in a binder for each child. You are welcome to read your child's binder on site or at home.

These portfolios, read and reread by children and their families, act as a meaningful literacy document.

We welcome your feedback, questions, and insights. In the past, some families have found their child's portfolio to be a helpful way to introduce their child to their kindergarten teacher.

Our Program

Literate Play & Playfulness

The children who participate in our classroom setting are invited into a range of learning areas that are thoughtfully prepared by their early childhood educators. Each area of the room includes a range of materials that inspire different kinds of learning and social interactions. These areas include: a house corner, a block corner, a reading corner, an art area, sand/water table and a science area.

Daily, the educators set out planned activities on the tabletops. Additional learning spaces include the kitchen located in the building, South gym just behind Marshall d'Avray Hall, our outdoor playground and the natural wooded area just in front of Marshall d'Avray Hall.

Children's play is rich in stories – important for literacy learning. Through play children express, represent, and interpret their feelings, ideas, and questions through speaking, listening, reading, writing, dancing, singing, drawing, moving, building and construction. All these forms of literate play help us to navigate and explore the unique interests and curiosities of each learner. Our pedagogical strategies include listening, discussing and investigating children's interests, passions, questions and experiences.

Educators encourage children to learn to spell their names, and other meaningful words, they record children's story telling, they engage children in conversations about their art making, construction and support children's creation of puppet shows, plays and games.

A wide range of texts, such as picture books, poems, songs, maps, signs, recipes, graphs, and charts are introduced to the children both indoors and out. Educators document learning individual, small group and whole class learning experiences to share with families.

Cultivating Wonder and Participation in the Outdoors

We venture outside in all weather. Weather-proof or durable waterproof seasonal wear makes children's participation in the outdoors possible and enjoyable. Mittens are preferable to gloves as they are warmer and easier for children to put on.

In 2013, our Centre was awarded funding from the TD Bank giving us the opportunity to purchase yellow water proof splash pants to go over children's clothing. However, it is important that children come with extra mitts, socks and pants for days that are very wet, especially for the full day children who will be outside twice during the day. NOTE: A second set of clothing is required for all children who stay for the whole day.

We track the weather forecast to support parent planning for outdoor play. In the outdoors educators involve your child in dramatic play, music, storytelling, art, the study of plants, mapping activities, animals and insects.

Field Trips

Field trips are scheduled regularly to extend classroom investigations and enhance the children's awareness of and involvement in the community. We visit the Veterans Health Unit monthly and on special occasions the Veterans Health Unit come to visit our classroom. You will be advised of any trip fees. Depending on the location of the field trip, the mode of transportation will vary from car pool, chartered bus, or public transportation. We welcome you to join us on most occasions. We will notify you in advance.

Playground

We grow vegetables and flowers in our garden and harvest vegetables for our snacks!

When we are outdoors, we monitor the children and the weather closely. Unlike most playgrounds around schools where winds will affect the temperature adversely, we have a brick wall on three sides of the south-facing playground, which provides some shelter from the wind.

Our Routine

Below, is an outline of a typical day. However, our educators pay close attention to children's focus and play and will adjust the routine accordingly.

Morning Arrival time: Starting at 7:45am
Afternoon Arrival time: Starting at 1:00pm

Flexible exploration and representation time: Approximately 45 mins (two times a day). Includes block play, dramatic play, painting, mark-making, reading, small world play, sand play, water play, play dough, plasticine, planting, surveys, and a range of purposely planned small group activities.

Group Meeting: Approximately 15 mins (two times a day). Reading books, read aloud, poetry, songs, story telling, discussion, drama, musical instruments, revisiting children's work, guest speak presentations, group writing.

Snack time: Approximately 15 mins (two times a day). Sharing food and stories, a focus on group conversation.

Outside time: Approximately 45 minutes to 1 hour (two times a day). Using our outdoor space and natural areas on campus to continue learning through exploration of the natural world, gardening, building, art, dramatic play, mark-making and other learning opportunities. Alternative: gym time.

Pick up time: 11:45am – 12 pm and 5pm - 5:15pm.

(**Lunch time** for children who stay all day: 11:45am – 1:00pm)

SNACK AND LUNCH

Snack time provides multiple opportunities for making friends and learning social graces. The sharing of food is an important social experience. Educators and children will enjoy mealtimes together.

For children who stay for the whole day, parents must pack two snacks and a lunch for their child, while keeping in mind that there is no fridge or microwave available. For part-time children, parents must pack one snack. The use of cold packs and thermoses is encouraged. If hot lunches are preferred, parents might consider using a wide mouthed thermos to keep hot food warm.

HEALTH AND WELLNESS

The director and educators are legally responsible to advise the local office of Early Childhood Services of any suspected case of child abuse or neglect. Any person suspecting child abuse or neglect shall report the incident at once to the co-directors or teacher and together they will contact the department. A written record containing date of referral and related dates of incidents and circumstances contributing to the case will be maintained.

In the unlikely event of an evacuation, our emergency location will be located at the Wu Conference Centre where upon arrival parents will be immediately contacted to pick up their children.

In the event that your child is sick and needs medication, please send the medication in the original prescription bottle or package. Health regulations require that a medical log be completed and signed by you in order for us to administer any medication. We are unable to administer medication without its original labels.

Please help us keep your child's medical/personal files up-to-date. We require a copy of the immunization records to be kept on file. **If there is any change of address, telephone numbers, etc., please advise the educators.**

For health and wellness of all staff and children, sick children and staff/volunteers should stay at home. Please call the centre phone number at **453-5024** to report your child's symptoms. It would be best to keep your child home if he or she is not well enough to go outside to play.

If your **child becomes ill during the day**, your child must be picked up from the centre within one hour of notification and complete a Return After Exclusion form when they return to the centre after the required period of exclusion as per the Guidelines for the Prevention and Control of Communicable Diseases in Early Learning and Childcare (ELC) Facilities.

In addition, if you suspect your child is recovering from a concussion injury, please inform us at your earliest convenience.

Health regulations require that:

- Children and adults wash their hands for 30 seconds upon arrival in our classroom.
- Children and adults wash their hands when returning to the classroom from outdoor excursions or after caring for classroom pets.
- Parents complete the Return After Exclusion form upon each child's return to our classroom after illness.

Participating Together in a Safe and Caring Environment

Respecting materials and spaces, expressing emotions, and encountering and negotiating differences occur as part of everyday shared experiences. We consider disagreements to be teaching-learning experiences providing both children and adults opportunities to solve problems and negotiate differences and frustrations, and co-construct solutions.

When disagreements arise, we listen carefully to each child, encouraging children to listen to each other and identify with each other's feelings and desires. We work with children to create solutions and reflect with children on how our solutions are working. We respect and model the privacy needed to work through social disagreements. We help children to reflect on the consequences of their actions and offer other choices. There may be occasions when we ask for family support during relational negotiations.

Parent-Educator Communication

The early childhood educators communicate with families in numerous ways, including our white boards, through email, through Twitter feed **@UNBECC**

Please discuss items that might intrigue or puzzle you with your child's educators as they arise. If you need a focused, uninterrupted conversation, it may be useful to set a meeting time outside the hours during which your child normally attends the program.

Inclusion & Diversity Policy

We recognize that each child embodies race, religion, culture, language, social and economic status, gender, sexual orientation, and ability in unique and dynamic ways, we acknowledge that paying close attention to these differences ensures equitable access and opportunities for children and their families.
We enact a curriculum that is responsive to differences, with a capacity to provide additional support as required to ensure each child's right to full participation.
We enact respectful and responsive relationships work to ensure a sense of belonging and community among children, educators, and families.
For more information see the "Supporting All Children" attached to the bulletin board outside the classroom and the coiled Inclusion Program Support Guide located in the Designated Centre binder in the office.

Additional Information

Please use the University parking spaces around Marshall d'Avray Hall when coming to the building. Remember to put your parking pass (provided by us) in your window. The parking pass is valid for quick pick-up and delivery only and is not to be used in any parking lots on campus for long term parking. Please also ensure all disabled parking bays are kept free from obstruction at all times – the disabled parking bays are in constant use.

A parent or designated person must bring your child to the classroom and pick him/her up from the classroom. Please make contact with one of the educators before leaving the building. This ensures the child's safety in and around the Faculty of Education and provides the opportunity for parent/educator communication on a daily basis.

Children are permitted to **leave only with designated people** as stated in writing by the parent or guardian unless the educator or administrator is notified.

If you are unable to pick up your child, please notify the classroom educator **(453-5024)**. We will then be expecting one of the people on your emergency list to pick up your child.

Please label your child's clothing and belongings and bring a full change of clothes just in case. We ask that your child have a change of shoes for inside the building.

It is important that **sunscreen** (we recommend Factor 30+) **is applied before arrival**. Children who are here for the full day will have sunscreen reapplied by an educator before they go outside for the afternoon outdoor play. Please ensure their sunscreen is labeled and left in the sunscreen bucket. We also recommend a sun hat in the summer, extra mittens in the winter, and extra socks in the summer.

Please know that since lockers are shared between children who are here for the morning and those who are here for the afternoon only, lockers must be cleaned out each day. There will be shelf space available to leave a change of clothes in an additional hallway cabinet if required. Children who are staying for the full day will have their own locker.

If your child has an accident while at our classroom our procedure is to administer first aid, call home and let you know. We take extra care to touch base with your child following the accident to ensure that they are ok. Please let us know directly if you have any concerns or helpful insights. Please also inform us if you suspect your child is recovering from a concussion injury.

A special note on clothing: Children work hard with paint, clay, sand, water, mud and markers – a wide range of materials that are both exciting and messy. It is best that your child is dressed in clothes that support your child's full investigation in their learning.

We recommend any concerns, complaints or suggestions be made to the director or educators of UNB Children's Centre so they can be resolved or acted on.
If your concerns are unable to be resolved on-site, you can report a complaint or concern to the Department of Education and Early Childhood Development, please contact ELC licensing staff. The QA Monitor and Inspector's information is located on the Parent Board at the entrance to UNB Children's Centre.

Hours of Operation, Admission, and Fees

Our Children's Centre operates a **Full day/morning program from 7:45 – 12:00** and an **afternoon program from 1:00 – 5:15** Mondays through to Fridays from September to June. We follow the Anglophone West school district with regard to holidays. Our Children's Centre is closed:

- December holiday season
- March break
- Statutory holidays
- When the Anglophone West school district (Fredericton region Zone 6) close for storm days. We will inform you through email and Twitter of these closures
- 2 Professional Development days

To support regular professional growth opportunities for our educators, maintaining the quality of the program, we have scheduled two professional development (PD) sessions that are coordinated with the Anglophone West school district. Typically, these sessions involve attending or presenting at conferences, visiting other centres, hosting other educators and/or preparation of joint projects across the two classes.

Admission to the UNB Children's Centre is on a first come, first serve basis. Under the guidelines of the Department of Education and Early Childhood we have a maximum number of twenty spaces for four-year-olds in each program (morning and afternoon).

Enrolment procedure:

- The Centre will contact families on the wait list by Feb 1st for a nonrefundable deposit to be paid by March 1. If payment is not received, the child will be placed back onto the wait list. This payment is not to offset on fees.

The monthly fee is currently at **$568 monthly for the half day program** and **$756 monthly for the full day program**. Payment can be made by either postdated cheques made payable to the Early Childhood Centre, e-transfer sent to eccentre@unb.ca or cash. We have been recognized as a designated Facility, allowing us to offer reduced fees, often up to 50% off. To help decrease your fees even more, we also welcome Day Care Assistance.

A one-month written notice is required when withdrawing your children from the program. A penalty of half a month's fees in lieu of notice will be charged if this notification is not received. Full fees are required for absences due to illness, family vacations, etc. As long as your child is enrolled in the program, you are required to pay the fee.
Year-end receipts will be issued for tax purposes.

Contact Information

Early Childhood Centre
Room 215, Marshall d'Avray Hall,
(10 Mackay Drive)

Office:
Susan Mountan
Phone – **506-453-5024**
Email – eccentre@unb.ca
Website – www.unbf.ca/education/ecc

Director/Administrator:
Kristy Fitzpatrick
Phone – **506-453-5024**
Email – kristy.fitzpatrick@unb.ca

Class Educators:

Alternate Administrator:
Mary Saudelli, Dean

UNB Children's Centre Advisory Group:
Sherry Rose, Faculty, Early Childhood Centre, Faculty of Education, President
Kim Stewart, Faculty, Early Childhood Centre, Faculty of Education
Candace Gallagher, Department of Education
Angela Tozer, Program Consultant, Early Learning and Childcare (Branch)

TBC - Present parent representative. **(We require two additional representatives from 2024-2025. Please let us know if you are interested)**

Remembering Dean Ann Sherman
1956 - 2017

Dean Ann Sherman, a committed Early Childhood educator, generously supported the UNB Children's Centre. She enjoyed reading to the children, planning science activities for the children to explore and always engaged children in conversation as she passed through the classroom.

As a supporter of the UNB Children's Centre, Dean Sherman contributed financially to our educators' salaries, technology tools for the children and educators, scholarship funds for children and playground improvements.

Ann began her teaching career in 1977 after graduating from St. Francis Xavier University. She went on to receive her MEd degree from UNB and her PhD degree and Bachelor of Theology from the University of Nottingham, England. She was proud to have taught both high school and elementary school for thirteen years as well as serving as an elementary school administrator for three years across Canada. Much of her work was in aboriginal communities and with teachers of aboriginal students. She also developed a strong commitment to educational leadership in Bhutan Barbados, Trinidad, St Lucia, China and Guyana.

For the last seven years, Dr. Sherman has served as the Dean of Education at UNB. As a great educator, she received many awards and accolades but was most proud to receive a Lifetime Membership in the Association of Canadian Deans of Education this past spring for her regular, strong contributions to the association, spearheading research and writing projects.

The impact of her work is felt in classrooms not only across this province and throughout the country, but across the world. She was a world leader in her field. Ann was not content to make a contribution – she wanted to make a difference, and she did.

Ann's passing is a profound loss for us all. A true friend to so many of us – well-loved by colleagues and admired by students, Ann devoted her life to promoting education. Her warmth, compassion and humor will continue to live on through the many relationships she fostered.

Parent Feedback

Every family, has the right to see itself reflected in the school culture. (Paley, Delpit and Kigour Dowdy, 2002)

It is important for educators to see themselves as coming to know the families and themselves not simply the children. Our program, like all the education communities, is a site of complex, dynamic relationships. The concerns, actions and attitudes of the adults involved are those of the children. (Gandini and Edwards, p.218)

Dear Teachers,
Thank you for all your hard work and care with the kids this year. Our son was so lucky to have a great team of teachers and is excited to come back again next year! Have a fantastic Summer! Our gifts to you are great fun and we know the class next year will enjoy them.

Dear Early Childhood Centre,
Thank you all for being part of our son's life. His transformation over the past year has been nothing short of amazing. We thank you all for everything you've done to help him grow into the happy, confident and inquisitive boy that he is today. He is looking forward to starting kindergarten, and when he looks back on this past year with great friends and fantastic teachers, I'm sure he'll remember it as a very special time in his life. Thank you, have a great Summer!

Candace, Hannah, Gill & Laura,
So glad our daughter was able to join the group this year! Love the program; your creativity and enthusiasm with the kids is always noted. Have a great Summer and see you all in September!

Dear Faculty & Staff of ECC,
Words can barely capture how <u>immensely</u> grateful for the past year that our son has had at the ECC; that we are. Your educators, support staff, facility and program are nothing but short of <u>phenomenal</u>! We feel that our son has had an <u>exceptional</u> year of growth at the ECC; and we truly appreciate every single thing that you have done to help him succeed! We thank you <u>all</u> for <u>everything</u>! With mad love <u>always</u> for the ECC.

THE CONVENTION ON THE RIGHTS OF THE CHILD

in child friendly language

Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others here and around the world. UNICEF Canada's Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child (the Convention) to make sure everyone feels included and respected. It includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be!

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

unicef canada

unicef.ca/schools

This text is not an official version of the UN Convention on the Rights of the Child. Access the official text at **unicef.org/crc**.